



SCHOOL TEACHERS' ATTITUDE TOWARDS CREATIVE TEACHING

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ABSTRACT

Creative teaching is making learning more fun, exciting, and interesting for the students. A creative teacher is open to new ideas and uses a variety of teaching methods and techniques in teaching-learning. Creative teachers present the content in a way that is unique and authentic, giving a totally different experience to learners. A creative teacher encourages original and divergent thinking, generates curiosity to learn, and nourishes creativity in students. To impart 21st century skills, creative teaching is essential and having a positive attitude toward creative teaching is the first step towards using creativity in the teaching-learning process. The present study is aimed at finding the attitude of school teachers toward Creative Teaching with regard to gender, type of management, level of teaching, age, streams and teaching experience. The study conducted on a sample size of 72 teachers revealed that there was no significant difference in the attitude towards creative teaching between Male and Female; Private and Government; Graduate Teachers and Post Graduate Teachers; 35 years of age and above, and below 35 years of age; and with respect to teaching experience among school teachers. However, it was found that there was a significant difference in the attitude towards creative teaching between Arts and Science school teachers. The study also revealed that majority of the teachers had an average level of attitude towards creative teaching.

KEYWORDS: Creative Teaching, Type of Management, Attitude, Gender, Level of Teaching, Streams, Age and Experience.

INTRODUCTION

Education is fundamental for the growth and development of a country. A future begins when young people in a society are educated. Teachers are the ones who play a vital role in shaping and molding the ideas of young people. Recognizing the important role of teachers, the National Policy of Education, 2020 stated that "Teachers truly shape the future of our children and, therefore, the future of our nation." (p.20). Teachers are field workers, who constantly interact with young minds and therefore have the potential to make a direct impact on them. Thus, teachers are a dynamic force in the educational system.

The effectiveness of teaching-learning greatly depends upon the way the teacher plans, organizes, and delivers the content. A teacher may have the best curriculum to follow but if they do not know how to add life to it, then, there is no point in having the best of the best curriculum. Having the best curriculum does not guarantee effectiveness in teaching. To achieve the objectives and goals of education, it greatly depends on how teachers engage the students in the classroom. Teachers of today need to know how to involve students in a way that is authentic and interesting to them.

With the introduction of Two (2) Years B.Ed curriculum in the year 2015 in the state of Nagaland, teacher education programme has adopted the constructivist approach. However, its implementation has not been an easy road, as any new change does not sail smoothly, atleast initially. In Constructivist approach learners construct meaning from their own experiences and by reflecting on those experiences as they interact with their environment. Teacher acts as a facilitator and mentor rather than occupying a dominant role. An important role of a constructivist teacher is to create and provide an environment for the learners to explore the knowledge and

create their own meaning from the experiences. This indicates that teachers need to be imaginative and come up with new ways to provide authentic environment for learners to experience and reflect upon. In other words, for the successful implementation of the constructivist approach the teacher has to be creative.

Creative teaching is when a teacher incorporates current knowledge in a distinctive, original approach or provides a novel method for enhancing cognition to produce a meaningful result (Nautiyal & Kumar, 2015, p.121). The National Advisory Committee on Creative and Cultural Education (NACCCE) (1999, p.102) defines creative teaching as "teachers using imaginative approaches to make learning more interesting, exciting and effective.". Creative teachers take note of rare concepts or novel features found in their pupils' work, and they celebrate and promote these to aid in the growth of their creative thinking (Sharma, 2014). Creative teachers recognize the importance of creativity in relation to their skill and students' talent, which represents a crucial factor when choosing appropriate teaching materials, and methods of teaching as well as establishing an appropriate learning environment (Katoch, 2017).

Teaching is creative when the teacher presents the content in a way that is new or unique, which gives a different experience for learners to learn the content. Creative teaching provides an opportunity for the learners to learn the content in a way that they have never experienced before. Creative teaching is about making learning more fun and enjoyable for the learners, leading to a better understanding of the content. A creative teacher is open to using a variety of teaching methods and techniques intending to motivate learners and make learning more effective. Creative teachers support new ideas and promote novel elements in students' work to nurture their creativity.

Need and Significance

Teaching is both an art and a science, and just as an artist needs creativity to excel, a teacher also needs creativity to teach effectively and efficiently. The purpose of education is brought closer to reality when teaching objectives are realized. To achieve the objectives of teaching-learning, a teacher needs to be creative in planning and organizing the content. A teacher needs to be creative in selecting and devising the appropriate learning methods as well as strategies, Teaching Learning Materials and Resources, and evaluation procedures in order to meet the goals of teaching-learning. Teachers need to have the ability to think or act in ways that are unique from others to make learning effective and interesting. To learn every new piece of information, students require motivation. Therefore, teachers must come up with different strategies, techniques and methods to motivate the learners to learn.

Creative skills is one of the 21st century skills and is needed to adapt and develop in this complex technological world. NEP 2020 places a high focus on the development of each person's 'creative potential' (p.1), with one of its guiding principles being "creativity and critical thinking to encourage logical decision-making and innovation", (p.5). Teachers must model creativity for their students. Only when teachers use a creative approach in their instruction they will be able to promote creative abilities of their students.

Creative teaching will provide a different experience for learners to learn the content. It will encourage divergent thinking and will make learning interesting, exciting and effective. Therefore, having a positive attitude towards creative teaching is essential for teachers.

Keeping in mind the above aspects this study was carried out.

Objectives

1. To find out the attitude of school teachers towards Creative Teaching.
2. To compare the attitude of teachers towards Creative Teaching in terms of gender, type of management, level of teaching, age, streams and teaching experience.

Hypothesis

1. There is no significant difference in the attitude towards creative teaching between Male and Female school teachers.
2. There is no significant difference in the attitude towards creative teaching between Private and Government school teachers.
3. There is no significant difference in the attitude towards creative teaching between graduate (GT) and post graduate (PGT) school teachers.
4. There is no significant difference in the attitude towards creative teaching among school teachers with regard to differences in age.
5. There is no significant difference in the attitude towards creative teaching between Arts and Science school teachers.
6. There is no significant difference in the attitude towards creative teaching among school teachers with respect to teaching experience.

METHODOLOGY

Descriptive survey method was adopted and teachers who were working in the schools of Mokokchung Town came under the purview of the study.

Sample

A representative sample of 72 teachers from secondary and higher secondary schools of Mokokchung town was selected with the help of simple random sampling technique. The sample consisted of 48 female and 24 male school teachers.

Tools and Technique

Attitude Scale of Creative Teaching (ASCT-s) developed by Dr. R. P Shukla was used for the collection of data. The scale consisted of 30 statements out of which there were seven negative statements and twenty three positive statements. Mean, Standard Deviation, t-test and One Way ANOVA were used for analysing the data.

Findings

1. The attitude level of school teachers towards creative teaching was found to be as under:-

Table 1: z-score for attitude towards creative teaching.

Range of z -scores	N	Grade	Percentage	Level of Attitude
+2.01 and above	2	A	2.8	Extremely Positive Attitude
+1.26 to 2.00	6	B	8.3	Highly Positive Attitude
+0.51 to 1.25	18	C	25	Above Average Positive Attitude
-0.50 to 0.50	22	D	30.5	Average Positive
-1.25 to -0.51	18	E	25	Negative Attitude
-2.00 to -1.26	4	F	5.6	Highly Negative Attitude
-2.01 and below	2	G	2.8	Extremely Negative Attitude
total	72		100	

From Table 1, it was observed that the number of teachers in the range of +2.01 and above is 2 (2.8%) and has an extremely positive attitude. Also, the number of teachers in the range of -2.01 and below is 2 (2.8%) and has an extremely negative attitude. The majority of the teachers (30.5%) scored in the range of -0.50 to 0.50 and have average level. Therefore, it can be said that the majority of the teachers had an average positive attitude.

Hypothesis 1. There is no significant difference in the attitude towards creative teaching between male and female school teachers.

Table 2 : Result of t-test in respect of attitude scores of male and female teachers towards creative teaching

Gender	N	Mean	SD	df	'P' value	Remarks
Male	24	105	7.67	70	0.442	Not significant at 0.05 level
Female	48	103.46	8.13			

Table 2 brought to light that the mean score of male and female teachers attitude towards Creative Teaching were 105 and 103.46 with standard deviation 7.67 and 8.13 respectively. It was observed that the mean score of male teachers was higher than the mean score of female teachers. The 'P' value (0.442) for attitude towards creative teaching between male and female school teachers is higher than the significance level of 0.05. This implied that there was no significant difference in the attitude towards creative teaching between male and female school teachers. Thus, we failed to reject the hypothesis that "there is no significance difference in the attitude towards creative teaching between male and female school teachers".

Hypothesis 2: There is no significant difference in the attitude towards creative teaching between Private and

Government school teachers.**Table 3: Result of t-test in respect of attitude scores of Private and Government school teachers towards creative teaching**

Type of Management	N	Mean	SD	df	'P' value	Remarks
Government	26	105.35	8.82	70	0.274	Not significant at 0.05 level
Private	46	103.21	10.19			

As per Table 3, it was observed that the mean score of government and private teachers attitude towards Creative Teaching were 105.35 and 103.21 with standard deviation 8.82 and 10.19 respectively. It was observed that the mean score of government school teachers was higher than the mean score of private school teachers. It was observed that the 'P' value (0.274) for attitude towards creative teaching between government and private school teachers is higher than the significance level of 0.05. The result showed that there is no significant difference in the attitude towards creative teaching between government and private school teachers and therefore, the null hypothesis that there is no significance difference in the attitude towards creative teaching between government and private school teachers was accepted

Hypothesis 3: There is no significant difference in the attitude towards creative teaching between GT and PGT school teachers.

Table 4: Result of t-test in respect of attitude scores of GT and PGT towards creative teaching

Designation	N	Mean	SD	df	'P' value	Remarks
GT	47	103.47	7.67	70	0.465	Not significant at 0.05 level
PGT	25	104.92	8.56			

From Table 4, it was observed that the mean score of GT and PGT attitude towards Creative Teaching were 103.47 and 104.92 with standard deviation 7.67 and 8.56 respectively. It was observed that the mean score of PGT was slightly higher than the mean score of GT. It was observed that the P value (0.465) for attitude towards creative teaching between GT and PGT is higher than the significance level of 0.05. This imply that there is no significant difference in the attitude towards creative teaching between GT and PGT. Thus, we failed to reject the hypothesis that there is no significance difference in the attitude towards creative teaching between GT and PGT.

Hypothesis 4 :There is no significant difference in the attitude towards creative teaching among school teachers with regard to differences in age.

Table 5: Result of t-test in respect of attitude scores of school teachers below 35 years of age and 35 years and above

Age	N	Mean	SD	df	'P' value	Remarks
35 years and above	36	103.19	7.37	70	0.411	Not significant at 0.05 level
Below 35 years	36	104.75	8.53			

The above Table 5, indicated that the mean score of 35 years and above and below 35 years teachers attitude towards Creative Teaching were 103.19 and 104.75 with standard deviation 7.37

and 8.53 respectively. It was observed that the mean score of below 35 years teachers was slightly higher than the mean score of teachers with 35 years and above and the 'P' value (0.411) for attitude towards creative teaching between 35 years of age and above and below 35 years of age was higher than the significance level of 0.05. This means that there was no significant difference in the attitude towards creative teaching between 35 years of age and 35 years of age and above. Thus, the hypothesis that "There is no significant difference in the attitude towards creative teaching among school teachers with regard to differences in age." was not rejected.

Hypothesis 5: There is no significant difference in the attitude towards creative teaching between Arts and Science school teachers.

Table 6 : Result of t-test in respect of attitude scores of school teachers between Arts and Science school teachers

Streams	N	Mean	SD	df	'P' value	Remarks
Arts	48	102.42	7.72	70	0.02	Significant at 0.05 level
Science	24	107.08	7.64			

The mean score, as shown in table 6, of arts and science teachers' attitude towards Creative Teaching were 102.42 and 107.08 with standard deviation 7.72 and 7.64 respectively, and reveals that the mean score of science teachers was higher than the mean score of arts teachers. The 'P' value (0.02) for attitude towards creative teaching between Arts and Science school teachers is less than the significance level of 0.05. This means that there is significant difference in the attitude towards creative teaching between Arts and Science school teachers. Thus, we reject the hypothesis that there is no significance difference in the attitude towards creative teaching between Arts and Science school teachers.

Hypothesis 6: There is no significance difference in the attitude towards creative teaching among school teachers with respect to teaching experience.

Table 7 : Attitude towards Creative Teaching according to teaching years.

Length of teaching	N	Mean	SD
5 years and below	30	102.83	7.69
6-10 years	22	106.45	8.64
11-15 years	12	101.50	6.36
16 years and above	8	105.13	8.50
Total	72	103.97	7.96

Table 8: Result of F-test for the significant difference among different levels of teachers teaching experience

Source of Variance	Sum of squares	df	Mean Square	F	'P' value	Remarks
Between Groups	258.45	3	86.15	1.382	0.256	Not significant at 0.05 level
Within Groups	4237.50	68	62.32			
Total	4495.94	71				

Table 8 points that the 'P' value = 0.256 for attitude towards creative teaching among school teachers with regards to the years of teaching is higher than the significance level of 0.05. This means that there is no significant difference in the teachers' attitude towards creative teaching with regards to the length of years of teaching. Thus, we failed to reject the hypothesis that there is no significance difference in the attitude towards creative teaching among school teachers with regard to the length of years of teaching.

attitude towards teaching of high creative and low creative teacher trainees. <http://hdl.handle.net/10603/310409>

CONCLUSION

The present study revealed that the majority of the teachers had an average level of attitude toward creative teaching. It was found that there was no significant difference in the attitude towards creative teaching between males and females; between Private and Government; between GT and PGT; between 35 years of age and above, and below 35 years of age; and with respect to teaching experience among school teachers.

However, it was found that there was a significant difference in the attitude towards creative teaching between Arts and Science school teachers. Some probable reasons could be due to differences in the nature of the disciplines, teaching methods, curriculum design and also teachers' commitment and motivation.

Some suggestions for creative teaching are as follows:-

- a. School administrators should not bind the teachers with rigid rules and barriers that restrict teachers in planning and executing the curriculum. Teachers should not feel hesitant in trying and exploring new ways of engaging the students. Freedom should be given to teachers to plan, organise and transact the content as per the needs of the students, instead of the administration dictating a rigid and outdated methodology
- b. Curriculum should be designed in such a way that there is ample opportunity for both teachers and students to be creative.
- c. Overloading teachers with unnecessary work, which can easily be carried out by the administration, should be avoided as it may not give enough time for the teachers to engage in exploring and planning for creative teaching and learning processes
- d. Professional development programmes on creative teaching can be organised for both the private and government teachers to promote and encourage its usage in the classroom.
- e. The emphasis on completion of the syllabus, and examination oriented system need to change - a change in the mindset of all stakeholders is the way to go.

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